

Doane Academy



*A College Preparatory School
Since 1837*

Upper School Student & Parent/Guardian Handbook 2026-2027

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Doane Academy
Since 1837

An Independent Episcopal Day School
College Preparatory, Grades Pre K-12

Mission

Doane Academy, an independent Episcopal day school, age 3 through 12th grade, provides an exceptional college preparatory program while cultivating character development and nurturing the emotional maturity essential in preparing students for life.

We develop intelligent, capable individuals within a community where all are known, loved, and strongly encouraged to discover their unique potential.

Vision Statement

Doane Academy develops confident, ethical leaders prepared to improve the world.

Values and Beliefs

- **Academic Excellence.** Doane Academy encourages development of the highest standards of knowledge, inquiry, creative expression and academic success.
- **Character and Social Responsibility.** Doane Academy inspires integrity, responsibility for improving the lives of others, and cultural sensitivity.
- **Diversity.** Doane Academy is a diverse community strengthened by the sharing of different ideas, beliefs, and cultures.
- **Faith and Fellowship.** The Episcopal values of love, service, and compassion inspire Doane Academy, a multi-faith community that cultivates belonging and provides members with the opportunity to reflect on their relationship with God.
- **Leadership.** Doane Academy believes that good leaders are those who inspire and work with others in achieving extraordinary goals.

FOUNDATIONS AND PHILOSOPHY

DOANE ACADEMY was founded in 1837 by the second Episcopal Bishop of New Jersey, George Washington Doane. From its inception when it was known as St. Mary's Hall, Bishop Doane envisioned a school community that challenged the mind, cultivated the character, and nurtured the soul of its students. This inclusive approach to education acknowledges not only the intellectual capacity of the students in our care, but also their potential as spiritual, social, physical, and emotional beings. With this understanding, Doane Academy seeks to enroll students whose desire for intellectual growth includes an active pursuit of personal maturity, social responsibility, respect for others, and life's meaning and purpose.

The emphasis on the powerful dialectic between mind and spirit, faith and reason, individualism and community is what gives Doane Academy its very distinctive character. With a population of approximately 230 students from Primary to 12th grade, Doane Academy offers an intimate learning environment within which students are challenged and encouraged to explore their own talents and interests. Doane Academy provides a rigorous and accredited academic program that presents a body of knowledge that is college preparatory, interdisciplinary, sequential, and responsive to each student's unique potential.

In addition to the classroom, Doane Academy provides a Chapel program that encourages students to collectively and individually explore their own faith, morality, and spirituality in a constantly changing world. Although we firmly believe that the intelligent use of reason should be combined with a sound moral perspective, we also understand that moral values and the development of personal integrity do not occur in a vacuum. Students should be presented with avenues to explore spiritual beliefs and moral issues which they can use to develop values and their own convictions. Chapel services and the required coursework in religious studies provide students with the opportunity to develop greater self-awareness, tolerance for differences and a sense of value in their relationships with other people and with God.

With this distinctive approach to education, Doane Academy remains committed to developing the human qualities that will help students achieve personal fulfillment and make a positive contribution to society.

ACADEMIC PROGRAM

Graduation Requirements

- A minimum of 5.5 credits are required each year in grades 9 – 12, and a minimum of 22 credits are required for graduation.
- The minimal departmental requirements for grades 9 – 12 are:
 - 4 English credits
 - 3 Math credits
 - 3 Science credits
 - 3 History credits
 - 3 World Language credits, through level 3
 - 1 Fine or Performing Arts credit*
 - 4 years of Lead Onward

* Starting with the class of 2030, students will need 2 credits of Fine or Performing Arts to graduate

GPA

Doane Academy students earn grades in the range of 0-4.33, with a 4.33 given for an A+. Doane Academy uses a weighted GPA, where an Honors credit gets an additional 0.5 weight and an AP credit gets an additional 1.0 weight. Therefore, a student earning an A+ would receive an unweighted 4.33, a weighted 4.83 for an Honors course, and a weighted 5.33 for an AP course. The students' transcripts will show both the weighted and the unweighted GPAs. Doane Academy does not provide class ranks.

Communicating Student Progress

In the Upper School, the school year is divided into two semesters. Grades are issued at the end of each semester; teacher conferences are held each Fall; and comments are provided at the end of the first semester and mid-point of the second semester.

Beyond this one formal time for conferences, parents are encouraged to contact teachers, department chairs, division heads, and individual student advisors as needed. Advisors are a particularly valuable support for students and parents. The Head of School's Office should be contacted only when contacts with the Head of Upper School, department chairs, teachers and others have not resulted in satisfactory resolution of questions or concerns.

At other times, teachers may issue a progress report to notify parents of outstanding effort, or work well above or below a student's customary level of achievement. Teachers will provide mid-semester reports during the first semester and end of second semester for grades C- and below.

Note that the only grades that appear on a student's transcript are the final grades for each course. Mid-semester reports and faculty comments are not retained as part of a student's permanent record beyond graduation.

Grading System

A+ (99-97)	B+ (89-87)	C+ (79-77)	D+ (69-67)	F (below 60)
A (96-93)	B (86-83)	C (76-73)	D (66-63)	
A- (92-90)	B- (82-80)	C- (72-70)	D- (62-60)	

While grades in the D range are passing grades, they do not automatically qualify a student to advance to the next course level in sequential subjects. Students with D's in a sequentially based academic subject will usually be asked to do remedial work in that subject or repeat the course before moving on to the next level.

Academic Probation

A student receiving two D's or one F at the end of any marking period, including mid-semester reports, will be placed on academic probation.

After consulting with the student, the student's parents, the student's advisor, and the school counselor or psychologist, the Upper School Dean will propose a plan of action that is designed to aid the student in improving their academic standing.

While every effort will be made to support the student's academic progress, the school reserves the right to withhold or withdraw a contract if the student's performance does not improve or they are placed on Academic probation on multiple occasions.

Tests and Examinations

Tests may be given at any time during the year at the teacher's discretion. Teachers will give one week advance notice of such tests and consider other important student responsibilities when scheduling them.

The faculty also recognizes that having more than two major tests in a day can diminish the student's ability to perform. The students may therefore ask to limit the number of major tests to a maximum of two in any one day. To be eligible for this accommodation, the student must inform and make arrangements with the teacher who assigns the third test well in advance of the assessment.

No assessment, including cumulative exams, may count for more than 20% of a semester grade.

Homework

Homework is an integral part of the academic program designed to help students understand key concepts, prepare for assessments, and demonstrate current mastery levels. Students are expected to complete each night's assignment. In the rare instance when a student is unable to complete the homework assignment on time, the student has the responsibility to explain to the teacher the reasons for this and to clarify when the work will be turned in.

We are committed to helping our students maintain a healthy work and life balance by limiting

the length of homework to meaningful practice and tasks. Nightly assignments for non-AP Upper School courses should take the average student approximately 30 minutes to complete. Nightly assignments for AP courses should take the average AP student approximately 45 minutes to complete. Students in AP classes may be assigned longer assignments over Winter and Spring breaks.

ACTIVITIES AND ATHLETICS

All students are strongly encouraged to explore their interests and talents in athletics, student government, speech, drama, art, music, and academic competition to enhance their overall development and maturity.

Physical Education Requirement

All students are required to participate in one athletic season each year as part of a pass/fail - no credit physical education requirement. Full and active participation in the Winter theater performance fulfills this requirement, with the approval of the theater and athletics departments.

As a member of a team or cast, students have responsibilities to others and are expected to attend all practices, competitions, and performances. Students with conflicts should inform their coaches or director in advance. If a student misses three practices or one competition/performance for any reason other than illness, excused or unexcused, the coaches will reach out to the student and their family to discuss the situation. If absences continue, the student may not receive credit for the season.

Student Government

Representing the interests and concerns of the Upper School student body, the Student Government serves as an important communications link between students and faculty. Through Student Government, students can influence the direction and programs of the school. Student officers work with stakeholders to develop proposals for clubs, academic programs, handbook changes, and community events. Once a proposal has Student Government approval, it is sent to the Upper School administration for review.

School Sponsored Trips and Events

Our concern for the safety and wellbeing of our students extends beyond our campus, especially when they attend a school-sponsored event or trip. No child may take part in a trip unless the proper release form is signed by a parent or guardian and returned to the school prior to departure.

Students are subject to school rules whether on campus or off-campus at any school-sponsored event - including (but not limited to) athletic contests; Rocks, Roots, and Wings; field trips; school-sponsored social events, and club activities. While there may be rules specific to particular off-campus trips and events, the following general guidelines apply to all such activities (where "director" refers to the adult ultimately responsible for the trip arrangements):

- All laws, rules and regulations of the United States and the host country, if the event takes place

outside the United States, are to be obeyed.

- Students are expected to travel with the group by the school's transportation.
- Students are not to depart from the group without the specific permission of the director.
- Schedules are to be strictly observed. Tardiness inconveniences the group and is not tolerated.
- Switching rooms or roommates without the specific permission of the director is not permitted.
- Students must not self-administer prescription or over-the-counter drugs during a school sponsored trip. Arrangements for administering medication will be made prior to departure with the adult leaders of the trip.
- There will be no sexual intimacy between students.
- The curfew assigned by the director is to be observed.
- Any behavior that deliberately violates the letter or spirit of these rules and regulations may result in the student being sent home at the expense of their parents. In addition, the student may be prohibited from returning to classes until a meeting concerning the disciplinary matter takes place.

SCHEDULE

Beginning of the Day

All students are expected to check-in with their advisors between 8:00 and 8:10 a.m. before reporting to their first period class promptly at 8:15 a.m. Any student arriving after 8:10 must sign in at the main desk.

In order for students to be in a properly supervised location, students in grades 9-12 arriving at school between 7:30 a.m. and 8:00 a.m. are to report to Rowan Hall or the dining hall.

Dismissal at the Close of School

The school day ends at 3:20. Students who are neither participating in a sport nor other after school activity must leave promptly at the end of the school day. Students who use school or public transportation should proceed directly to their bus pick up location located on Riverbank. Students being picked up by their parent/guardian must go to Ellis St.

Dismissal at the Close of Activities

Since activity leaders and coaches remain on campus to supervise students until they are picked up by their parent/guardian, it is important for parents/guardians to collect students as soon as possible after school activities. Students have the responsibility to inform their parent/guardian of the schedule.

Snow Days

When road conditions are hazardous, the decision regarding School being open or closed or (less likely) delayed will be made at or about 5:30 a.m. Given the variety of road conditions over the enrollment area served by the School, safety considerations and attendance are ultimately left to guardians' discretion when school is open but road conditions are questionable.

Class Pull-Out Policy

At Doane, we provide exciting curricular and extra-curricular opportunities that occasionally conflict with classes. For example, students participating in Band have the benefit of having regular lessons in small groups or individually beyond the normal meeting period.

To ensure that these opportunities do not overly detract from the classroom experience, students in 9th grade can have no more than one weekly pull-out and students in 10th-12th grades can have no more than two weekly pull-outs. Having two pull-outs requires approval from the Head of Upper School and the student's advisor.

ATTENDANCE

Attendance Expectations

The school day officially begins at 8:10 a.m. and ends at 3:20 p.m. Students repeatedly late to school will be assigned lunch detentions. If their behavior does not improve and the student misses 10 advisory check-ins, the Upper School Dean will contact the student and family to discuss the issue. Referral to the Discipline Committee is a possible consequence.

Students who miss more than two hours of the academic day, regardless of the activity missed, may not participate in after school activities, including athletics. In warranted circumstances, such as a confirmed doctor's appointment, the Upper School Dean and/or Head of Upper School can allow the student to participate in the after-school activity.

Students in grades 9-12 are also required to attend Class Night, graduation, the evening performance of The Christmas Mystery, and the athletic awards ceremony.

Absences

Parents must inform the school before 8:10 a.m. on the day their child will be absent for all or part of that day by either emailing the school at attendance@doaneacademy.org or calling (609) 386-3500. Acceptable reasons for absences include illness, injury, medical or dental appointments, religious observances, and family emergencies.

A student absent for whatever reason, excused or unexcused, must make-up work missed during their absence as soon as possible on a schedule arranged with their teachers. Unexcused absences and excessive excused absences will be addressed by the Upper School Dean. After five absences in a semester, the Upper School Dean will meet with the student and family to discuss the issue and make an improvement plan. If a student is absent from school eight times in a semester, they may be referred to the Discipline Committee or placed on Academic Probation. Excessive class absences may lead to denial of credit.

Class Tardy

Unexcused lateness, in addition to being disruptive, is very disrespectful towards the students and the teacher of that class. Therefore, students who are late to a class will be counseled by the teacher of

the class. If this does not result in the student changing their behavior, the teacher will contact the student's advisor and parent/guardian. Students with 5 class tardies will meet with the Upper School Dean who considers consequences and reaches out to the family to discuss the issue. Referral to the Discipline Committee is a possible consequence with ten or more tardies.

Vacations

Regularly scheduled vacation times are listed in the yearly school calendar. Interruptions in a child's regular class attendance should be avoided. Parents are strongly discouraged from taking their children out of school for a vacation at other times during the year. If a family commitment necessitates a student's absence, students must make all necessary arrangements with the classroom teacher and school administration well in advance.

Leaving Campus

No student may leave campus during the school day without prior permission from their parent/guardian. **Students needing to leave during the day must sign out at the main desk.** Parents/guardians can provide permission through a written note or phone call.

CAMPUS

Campus Maintenance and Appearance

Everyone is urged to help keep the campus clean, safe, functional, and attractive. Any breakage or inoperative equipment should be reported immediately. Students should not attempt to fix anything personally. Deliberate abuse of the campus by students or staff will not be tolerated.

Food & Drink On Campus

Unless specific approval is given by a teacher or staff member, the consumption of food and drink (other than water) without teacher permission or supervision is limited to the dining hall or outside.

Student Lockers and Locker Rooms

School-issued combination locks are available to each student to secure their lockers. Students may only use school-issued locks on their lockers, and we strongly recommend that students close their locks when not actively using their lockers. These locks must be returned at the end of the school year, and students who fail to return them will be billed for them.

Lockers and locks issued for student use remain school property, thus the school reserves the right to open and inspect lockers. Students are discouraged from leaving money, band instruments, or other valuables in unlocked lockers.

During sports practices and athletic competitions, Upper School students can also access an assigned gym locker in the Locker Room. Students may not access the Locker Room during the academic day unless given express permission of a faculty member.

Campus Boundaries and Off-Limit Areas

During lunch, extra help periods, and break, all students are expected to stay within the limits of the area known as “the circle.” Students should not use Winzinger Field or the soccer field without permission from a faculty member.. Students are not permitted to go behind the Science Building unless properly exercising Senior Privileges. Students may also not be in rooms unattended.

Cars and Parking

Students must have parental permission on file to drive to and from school. Permission and registration forms are available through the office of the registrar. Students may park in the gravel lot behind the baseball/soccer field. The entrance to this lot is on Pearl St. behind the Science Building. Students should not park directly behind the Science Building, as these spaces are reserved for faculty and staff. Students may also park on Pearl St. or on Riverbank past Ellis St.

No student may accept transportation in another student's car unless the school has written permission on file from the parents of both students. Driving to school is never an excuse for lateness; repeated lateness for drivers may result in suspension of the driving privilege.

Safety & Security: Doors

Doors that face the outside of campus are generally locked, except during passing time between classes and lunch. Students may be rung in at other times. To keep our campus secure, students should not open doors to allow non-students access to the building, but should direct visitors to the Fiske Portico and the receptionist.

Safety & Security: Food Delivery

To limit unknown persons on campus, students may not have food delivered to campus.

Security and Safety Drills

Numerous safety drills are practiced on a regular basis.. During these drills, students meet in a designated area with their teacher(s) and await further instructions. In the event of a civil emergency, students are secured and are not dismissed for any reason until local authorities and/or administration authorize their release.

Visitors to Campus

Students wishing to have a friend from another school attend classes with them must obtain a visitor's permission form from the Admissions Office and return it for approval prior to the day of the visit. All visitors are required to check in at the main desk and secure a visitor's pass. Visitors must abide by the school's rules of conduct.

Lost and Found

We strongly urge that all clothing regularly worn to school and book bags be clearly marked with the student's name. Large amounts of money, handbags, and items of monetary or sentimental value should not be brought to school. Responsibility for such items being lost, misplaced, or stolen, rests

with the student who brought them. Students looking for lost articles should check at the Main Desk.

WELLNESS CENTER: Student Forms and Illness

The Wellness Center is located on the first floor of Odenheimer and is staffed by a full-time Registered Nurse and full-time Athletic Trainer/Registered Nurse. The Center focuses on maintaining and enhancing age-appropriate self-care, health, fitness, and independence in keeping with the School's "education for life" mission statement. The nurse and athletic trainer/nurse are available to students regarding any and all serious inquiries or health related issues. Small bumps and scrapes that occur in the classroom or on the playground will be referred to the wellness center only if the teacher's best judgment rules the situation as serious or if the student's reaction to the condition is disruptive.

Mandatory Medical Forms

All students are required to have current (within 365 days) physical forms by their primary care provider and submit to the school nurse before they are permitted to attend classes or participate in athletics. If the physical evaluation form expires (older than 365 days) during the school year, a current physical evaluation form needs to be completed and submitted. Online "Consent to Treat" and "Over the Counter Medication Consent" forms must be completed for each student prior to the start of classes; these electronic forms will be provided by the school nurse.

All students diagnosed with asthma must have an "Asthma Action Plan" from the student's primary care physician. Also, all students diagnosed with food allergies must submit a "Food Allergy Action Plan" from the student's primary care physician.

Medications

Any medication, including "over the counter" products brought to campus, must be submitted to the school nurse in their original container with the dosage and times of its administration clearly marked. Students are not allowed to be in possession of any medication without permission from the school nurse. Any student requiring medications (prescribed or over the counter) should contact the school nurse for directions.

Student Illness: Communicable Disease–Exclusion and preventing transmission:

As per CDC best practices, Students with **symptoms of a respiratory virus* should stay home and away from others until:

- The student is fever free for 24 hours without fever reducing medication **AND**
- Symptoms are improving, which means the student is no longer feeling ill and able to

participate comfortably in educational and other activities as they did before they were ill. Any remaining symptoms, such as cough or runny nose are mild and infrequent.

Students can then return to normal activities, but they should take additional precautions for the next five days when they are around other people indoors.

- These precautions include:
 - Practicing good hand hygiene and respiratory etiquette
 - Physical distancing when around others
 - Testing for respiratory viruses to determine next steps such as treatment.

**Symptoms include: fever, chills, fatigue, cough, runny or stuffy nose, sneezing, and headache, chest discomfort, chills, decrease in appetite, diarrhea, muscle or body aches, vomiting, and wheezing.*

Other Illnesses

If a student is feeling ill, or shows signs of illness prior to coming to school (i.e., fever, runny nose, sore throat, nausea/vomiting) the student should remain at home. Students should remain at home until they are symptom free without the assistance of medication (Tylenol, Advil, Motrin, etc.) for a **full 24 hours**.

If a student falls ill or is injured during school hours, the nurse will call the parent/guardian. No student may go home sick without the approval of the nurse, the main desk, or Upper School Dean. Emergency contact numbers on file must be kept updated. Parents/guardians or other emergency contacts should be readily available by phone. **Per Doane school policy: students must be picked up within one hour of notification if the student is sick or injured.**

STUDENT SUPPORT

Counseling Services

Personal and public emotional trauma are unfortunate but real parts of life. Our school counselor and psychologist serve as critical resources in helping students to both navigate challenging emotions and developing other essential skills which support emotional resilience. Supporting the wellbeing of our teens often requires a team approach and the school counselor and psychologist often work with parent(s)/ caregiver(s), teachers, advisors, and, when appropriate, outside mental health professionals. If a student appears to be struggling with intense emotions and/or if it is observed that a student's social, emotional, or cognitive issues are impacting their functioning, it may be recommended that they receive additional support outside of school. This additional support may include an external evaluation and/ or services (e.g., therapy, skills training, coaching, etc.) that will support the student's well being and overall functioning. When external services are in place, the school may request a release to consult and collaborate with the outside mental health professional. This release is used for collaborative purposes and intended to best support the wellbeing of the student.

Student Advisors

When they matriculate at Doane, students are assigned an advisor to mentor and guide them throughout their years in the Upper School. Consequently, parents/guardians should reach out to their student's advisor if they have any concerns.

Extra Help and Tutoring

Students are expected to take advantage of opportunities to obtain additional help with their subjects. Faculty members will make every effort within the context of their various schedules to offer extra help and are available during designated Conferencing and Collaboration periods. Many teachers are also available by appointment after school. Courses are designed to be challenging, but any student who feels a lack of mastery of the material in the course should ask the teacher for assistance to help prevent minor confusions from developing into major problems.

Outside tutoring may prove beneficial for a student who needs to strengthen their study skills, lacks necessary background, or is experiencing on-going difficulties in a particular subject. Parents should be sure to discuss their child's situation with their teacher before arranging for tutorial assistance to make sure that the student is already taking full advantage of resources at School. Tutoring is much more effective when coordinated with the student's regular instructor.

Individual Support Plans and Individual Health and Support Plans

The Upper School student support team is overseen by the director of learning support with consultation and collaboration with the head of upper school, the learner's advisor, the school psychologist and director of student wellness, and the school counselor. When applicable, the following personnel may be asked to participate in support team meetings: additional teachers, school nurse, speech and language therapist, or learning support teacher.

For a support plan to be put into place the following is required:

- a copy of an evaluation that has been completed in the last 3 years
- the diagnosis given by the evaluating medical/psychiatric/or educational professional
- a letter from the evaluating professional and/or treating medical professional confirming diagnosis, confirming the need for a support plan, and recommendations for in-school accommodations based specifically on the diagnosis (to be reviewed by the division-specific support teams to see if those accommodations can be realized given the current resources)

Individual Health and Support Plans (IHSPs) document a child's health needs at school and are for those learners diagnosed with medical conditions and mental health disability or those neurodiversities that are diagnosed by medical professionals. IHSPs do not make substantial modifications to grade-level programming/curriculum to accommodate a learner's need(s). IHSPs do provide accommodations to be carried out by general education teachers. These accommodations support how a student learns grade-level curriculum with minor adjustments and supports.

Individual Support Plans (ISPs) are for those learners diagnosed with a Specific Learning Disability (SLD) or other diagnosed neurodiversity that is considered a lifelong neurological and developmental disability. ISPs do not make substantial modifications to grade-level

programming/curriculum to accommodate a learner's need(s). ISPs do provide accommodations to be carried out by general education teachers. These accommodations support how a student learns grade-level curriculum with minor adjustments and supports.

Doane is not required, as a private school, to modify its essential enrollment criteria or programming. Doane, as a private school program, is not required to make substantial modifications to grade-level programming/curriculum to accommodate a learner's need(s). Substantial modification may be significant teacher time or hiring extra staff. As an independent school, Doane Academy is not legally required to allow an emotional support animal (ESA). Under the Americans with Disabilities Act (ADA), accommodations for emotional support are treated differently than for trained service animals. A learner placed in a private school, like Doane, by their parents does not have an Individualized Education Plan (IEP) and is not entitled to a Free and Appropriate Education (FAPE) or its specific entitlements and protections.

Triennial reevaluations: The support teams will discuss in April if those learners' whose evaluations are 3 or more years older need a full reevaluation. They will determine if the learner's needs have changed or warrant a reevaluation based on a significant or substantially impacting developmental/life change/growth. If a reevaluation need is determined, the team will contact the family regarding the need for a full psychoeducational/neuropsychological evaluation in order to continue having a support plan in place. Doane will provide a list of recommended private providers at various price points as well as an option, if applicable, for a no cost evaluation through Catapult Learning, LLC. Evaluation information is needed to make appropriate educational decisions based on growth and development through the years. A letter from a medical professional or script only will not be accepted as the only form of documentation for a support plan to remain in place if a full psychoeducational/neuropsychological evaluation was recommended by the division-specific support team.

OUTSIDE SERVICES

Food Service

Our food service provider, Princeton Food Management Systems, provides a variety of appetizing, healthful lunches as well as various snacks and treats. Mrs. Bonnie Zaczek bzaczek@doaneacademy.org is the main point of contact for Food Services related questions.

There are two very important steps that need to be completed in order to purchase lunch.

1. Families **MUST** opt in on the form linked [here](#) in order to be able to purchase food. By not completing this form, it is understood that you are choosing to opt out.
2. Families **MUST** log into MySchoolBucks.com and fund that account before any purchase can be made. Once the account is funded, parents will be able to see the purchases made on their child's account at any time, simply by logging into [MySchoolBucks.com](https://www.myschoolbucks.com). *There is a surcharge for all funds added by credit card electronically. Cash or check may be presented to the cashier but must be added to the account for purchase. No individual cash purchases will be permitted.*

Other Helpful Reminders

- **It is your responsibility to check your child's MySchoolBucks account on a regular basis** to make sure that you are aware of their purchases. We recommend that you engage in regular conversations with your child about what they are purchasing.
- **If your MySchoolBucks account goes down to a zero balance, your child will not be able to purchase any items.** If your account has a zero balance and you have not packed a lunch, a school administrator will be in contact with you. While we will ensure that your child does not go hungry, we expect that this will be a very rare occurrence and will institute consequences if it happens on a regular basis.

As indicated in the section on campus safety and security, students may not have food delivered to campus.

Transportation

School rules, including any health and safety protocols in place, apply when going to and from school or a school-sponsored activity in vehicles belonging to the school or an independent carrier. It is essential that nothing distracts the driver or endangers the safety of the vehicle and its passengers. The School supports the policy of the transporting districts: any student receiving a disciplinary slip from the bus driver is subject to a suspension of bus privileges for a period of time to be determined by the Head of School. If a public school bus is late or fails to pick up a student, parents should contact the transportation office of their local school district.

SUICIDE PREVENTION AND CRISIS INTERVENTION

The health, well-being, and safety of our students is of utmost importance. We therefore have a suicide prevention and crisis intervention policy which helps to protect all students. The policy applies to students who we learn have expressed suicidal ideation, engaged in suicidal behavior, or engaged in self-harm. This policy covers actions of this kind that take place on school property; at school sponsored functions and activities; and also actions of this kind that take place outside of the school environment, including when they occur via text message or social media post. Students are encouraged to tell any faculty or staff member if they or a friend are feeling suicidal, or are in need of help. While confidentiality and privacy are important, students should know that when there is risk of suicide or self-harm, safety comes first.

I. Prevention

In conjunction with this policy, we take the following preventative steps:

- We integrate developmentally appropriate, student centered educational materials integrated into the curriculum and student wellness presentations. These materials center on the importance of safe and healthy choices, including coping strategies focused on resilience building. They help students recognize risk factors and warning signs of mental health conditions and suicide in oneself and other members of the school community, and they include help-seeking strategies for oneself and others

- Students have access to crisis resources that they can contact for additional support, such as:
 - Suicide Prevention Lifeline
1 (800) 273-TALK (8255) or 988
<https://suicidepreventionlifeline.org/>
 - Youth Support Helpline
Call or text 1 (888) 222- 2228 <https://www.2ndfloor.org/>
 - LGBT Support Trevor Lifeline:
1-866-488-7386
<https://www.thetrevorproject.org/>
- Students can locate this crisis information as well as additional mental health resources on the Middle School/Upper School Health & Wellness padlet page.
- Faculty and staff receive annual professional development on the topic of suicide prevention. This professional development includes risk factors, warning signs, protective factors, response procedure, and resources regarding youth mental health and suicide prevention.

In order to understand this policy and its purpose, it is important to know the following terms:

- Suicidal Ideation: Thinking about, considering, or planning for self-injurious behavior that may result in death. A desire to be dead without a plan or the intent to end one's life is still considered suicidal ideation.
- Suicidal Behavior: Suicidal attempts, injury to oneself associated with at least some level of intent to commit suicide, developing a plan or strategy for suicide, gathering the means for a suicidal plan, or any other action or thought indicating intent to end one's life.
- Self-harm: The act of purposely hurting oneself as an emotional coping mechanism.

II. Intervention

Any time a peer, faculty member, staff member, or other school employee has a concern that a student has expressed suicidal ideation, engaged in suicidal behavior, presented with overt risk factors for suicide, and/ or engaged in self-harm, the student shall be seen by the school counselor or the school's psychologist, whenever possible, within the same school day to determine what next steps are necessary. The school counselor and/or the school's psychologist will make the Head of Upper School and Head of School aware of the situation as soon as reasonably possible. The school counselor and/or the school's psychologist will contact the student's parent(s)/guardian(s) on the same day, or as soon as possible.

After meeting with the student, the school counselor or psychologist will communicate next steps to the student's parent(s)/guardian(s) and provide guidance and support in completing them. It is essential that we ensure the safety of every student on our campus, and so there are instances in which a student experiencing a mental health crisis is not permitted to be on campus and must complete one or more of these steps before returning to campus. They may include one or more of the following.

- Scheduling and having an appointment with an out-of-school mental health provider
- Completion of a release of information for the purpose of consulting and collaborating with out-of-school mental health provider (e.g., in the development of a safety plan)
- Completion of an informed consent for the purpose of the student receiving short-term counseling in school
- Scheduling and having a safety assessment appointment (e.g., SCIP, Crisis Mobile Response, local crisis center, etc.)
- Acquiring and sharing a letter stating the student's appropriate level of care and/or approving the student for in-school learning and/or after school activities/sports
- Acquiring and sharing a safety plan created by an out-of-school mental health provider
- Verifying in writing that services (e.g., risk assessment) were provided (e.g., letter from current mental health provider, discharge instructions, post-intake instructions)
- Engaging in follow up services (e.g., outpatient counseling) and/or a safety plan

III. Returning to School

Following a mental health crisis which requires a student to be out of school (e.g., a hospitalization), the school counselor and/or the school psychologist will:

- Speak with the student's parent(s)/guardian(s) about supporting a successful transition back to school.
- Meet with the student to welcome them back to campus, speak with them about their feelings about this return, collaborate on a strategy for navigating peer interactions, and confirm they understand the steps they can take on campus to keep themselves healthy and safe.
- Continue to collaborate with the student's out-of-school mental health provider in support of the student's safety.

In addition, the Upper School Dean or Head of Upper School will:

- Communicate to the student's teachers and other relevant staff (without sharing specific details of mental health diagnoses) that the student is returning after a medically-related absence and may need adjusted deadlines for assignments
- Meet with the student to welcome them back to campus and discuss any academic concerns or anxieties they are experiencing. During this meeting, the Upper School Dean or Head of Upper School will communicate about assignments that need to be completed as well as assignments that can be modified or excused and make a plan to support the student in catching up on their work as necessary.

TECHNOLOGY

Cell Phones and Digital Devices

During the academic day, students may not possess any personal electronic devices. All cell phones, smart watches, non-school issued laptops, and the like must be held in Ms. Zaczek's office from 8:00 AM to 3:20 PM.

The goal of this policy is to create a community where students can fully engage in their academic and social development.

Exceptions will be granted to support ISP or IHSP accommodation plans. Additional exceptions may be granted by the Head of Upper School, Dean of Students or other members of the Student Support Team in important moments.

Non-approved devices will be confiscated and held for the remainder of the day. Multiple offenses will lead to additional disciplinary actions.

Computers

School Chromebooks: All upper school students will be issued a Chromebook for schoolwork on campus and at home.

Students are responsible for the care and use of these devices with the following guidelines:

- Each Chromebook is assigned to an individual student. Students should never “swap” or “share” their Chromebooks.
- Students may not alter the configuration or functionality of their Chromebook. Examples include, but are not limited to:
 - Loading, changing, or removing applications/extensions without permission;
 - Taking the Chromebook apart for access to internal parts.
- Students may not add stickers to the Chromebook or case, remove the inventory and name tags, or physically alter it in other ways
- Students should store all school related documents on their Doane account's Google Drive, which integrates with their Chromebook. No files should be stored on the Chromebook itself.

School Chromebook Policy: All students will return their Chromebooks at the end of the school year in good working condition. Normal wear and tear is understandable.

- In the event of loss or damage beyond repair, the student's family will be charged the replacement cost for the device (depending on the device, this ranges between \$150-\$250)
- See our Acceptable Use Policy on pages 23-25 for further information.

UNIFORM

The base uniform includes the following items:

- Blue oxford with a tie OR polo shirt with the Doane logo.
 - Oxford shirts must be tucked in and worn with a tie (traditional, bow or criss cross). Oxfords and bow ties are available through Flynn and O'Hara; traditional and criss cross ties are available on campus.
 - Doane branded polo shirts are available through Lands End or Flynn and O'Hara.
- Dress pants, skirt, or skort.
 - Dress pants in gray, navy or khaki must be worn with a brown or black leather belt. No cargo or jogger pants.
 - Uniform skirts in navy, gray, khaki or Flynn and O'Hara plaid. Students may wear navy, blue, black or gray tights under their skirts.
- Closed toed shoes, such as sneakers and dress shoes.

On formal occasions, such as weekly Chapel Services, graduation, and other special, specified events throughout the year, Upper School students must wear a navy blue blazer with school emblem. No other outerwear is permitted on formal occasions.

Students may elect to wear Doane branded outerwear (school sweater, team jackets, team tops and sweatshirts). Only Doane branded outerwear purchased through Flynn and O'Hara or the Spartan store are permitted to be worn inside.

Baseball hats and other headwear may be worn outside but not in academic buildings. Exceptions will be made for the practice of one's religion.

SENIOR PRIVILEGES

Lunch

At some point during the school year, seniors who have shown solid academic performance and maturity are allowed to leave campus for lunch. Seniors will remain on campus on the days their clubs or activities meet and on other days with special programming, such as guest speakers.

Study Hall

At some point during the school year, seniors who have shown solid academic performance and maturity are not required to be in a supervised study hall after they check in with the proctor. They must, however, attend scheduled meetings and respect school boundaries and be respectful of those around them.

Early Departure

At some point during the school year, seniors who have shown solid academic performance and maturity are allowed to depart campus at 2:55 during the Conferencing and Collaboration period, with parent approval. Seniors with a study hall last period and parental approval may depart at 1:55. Seniors may not depart early if they have been assigned to C&C by a teacher, or if their Club or

Activity is meeting during C&C. Seniors must sign out at the front desk before departing.

Late Arrival

At some point during the school year, seniors who have shown solid academic performance and maturity are allowed to arrive at school by 9:20 if they have first period study hall and parental approval. On these days, they must sign in at the front desk as soon as they arrive. Students who abuse this privilege and miss any 9:20 community period will lose this privilege.

Car Access

Seniors are permitted to access their cars before school, during study hall periods, and after school to retrieve items needed for class or other school-related activities. After retrieving their item, they must immediately return to campus; they may not hang out in their cars.

COMMUNITY AGREEMENTS

A positive school culture and commitment to character development are integral parts of the mission and tradition of Doane Academy.

At Doane Academy, we...

- have integrity in our work and in our interactions with each other.
- honor the campus and each other to maintain a safe learning environment.
- respect and celebrate each other's differences in all their manifestations.
- put forth our best selves and help others be their best selves.
- embrace challenges and understand that setbacks are a part of reaching our potential.

The Honor Code

Doane Academy is a small community in which the actions of each member impact the whole. Each student is expected to be honest, courteous, and respectful of the rights, property, and opinion of others. As delineated in the following definitions, Academic Honor requires respect for intellectual and artistic property, and Social Honor demands consideration for others and honesty in all matters.

Healthy Relationships and Boundaries

Students can only feel known, loved, and encouraged to reach their full potential in a school environment in which they feel safe both physically and emotionally. As such, Doane expects its students to treat their peers with care and compassion and strives to cultivate a clear understanding of and respect for healthy boundaries in their relationships with others. Doane is committed to proactively engaging students, faculty, and staff in training to support healthy relationships and boundaries between community members.

Behavioral Expecta

Doane Academy expects everyone within the school community to:

- Be accepting and respectful of other people.
- Care for and be respectful of other people's property including that which belongs to the school.
- Be honest in relationships, representations of fact, and presentation of academic work.
- Set a positive example for younger students.
- Do everything possible to maintain a safe campus environment, including adhering to all health and safety protocols.
- Fulfill all scheduled commitments in full and on time.
- Comply with the letter and spirit of the dress code.
- Work up to their individual potential within the broadest possible range of academic and extracurricular activities.
- Be an overall positive influence and advocate for a culture that supports the School's mission and success and the well being of other students and faculty.

The following actions constitute serious disciplinary offenses:

- Lying or deliberately presenting a false impression or giving false information to another person.
- Cheating by deliberately using, giving or receiving any unauthorized information on any quiz, test, examination, or other written work.
- Stealing or taking another person's property without right or acknowledgement.
- Use, possession of, being under the influence of, being in the presence of, or trading in drugs, tobacco or alcohol or being in possession of drug paraphernalia, including vapes. If the student is suspected of having drugs, tobacco or alcohol on campus, a body search as well as a locker search may be conducted. A student in possession of drugs at school may be dismissed. Moreover, in accordance with NJSA18A:40A-12 and NJAC 6A:1604.3, students who are suspected of being under the influence of alcohol and controlled dangerous substances may be subject to testing mandated by the school.
- Fighting, hitting, reckless driving and other actions that endanger the safety of others (and/or oneself), as well as actions that threaten the safety of others, whether they are verbal or physical.
- Possession of any weapon, including, but not limited to, guns or knives.
- Demeaning behavior -- abusive, belittling, or deliberately disrespectful behavior in any form toward any member of the school community or guest.
- Harassment of others, including hazing.
- Bullying others through many incidents of persistent meanness that take place over an extended period of time and that are specifically intended to harm someone or make them feel scared. Bullying often includes a component of unequal power, where someone with greater social power consistently belittles or intimidates someone with less social power.

This list is not exhaustive. Students who significantly violate community expectations commit serious disciplinary offenses.

Minor Behavioral Infractions

Minor and infrequent inappropriate behaviors are most often addressed directly by the present faculty/staff member at the time of the incident. Examples of these offenses include the following:

- Failure to adhere to health and safety protocols;
- Use of inappropriate or offensive language;
- Lateness to any scheduled activity;
- Involvement in loud or inappropriate behavior that violates community standards of decorum;
- Violating community guidelines on eating food or drinking beverages;
- Being out of school uniform;
- Inappropriate use of cellphones, computers, or other electronic devices;
- Being in an unsupervised space without the permission of a faculty member
- Using the elevator without acquiring formal permission through the office of the school nurse

Typically, the adult will counsel the student to modify their behavior with specific reference to the standards of the School. If the behavior persists, the student will be referred to the Upper School Dean who can assign lunch detentions or equivalent consequences, and eventually, refer the matter to the Discipline Committee.

Frequent inappropriate behavior, unexcused absences from required commitments such as class or Chapel, violations of the Honor Code, or serious disciplinary offenses are referred to the Discipline Committee.

Alcohol and Drug Policy

The school is clear in its message that any student in possession of an alcoholic beverage or controlled dangerous substances on school grounds will incur serious disciplinary consequences (see below). Furthermore, students should abide by state and federal laws governing alcohol consumption and possession or use of drugs at all times.

Doane's policies and protocol with regard to substance abuse are about ensuring the safety of students. Thus, Doane Academy is a drug-free-zone school, and is compliant with state regulations that state when a student is suspected to be under the influence, s/he is medically tested. Moreover, when we hear about a student who is in danger to themselves or others, we are then "mandated reporters" to the school nurse, counselors, Upper School Dean, or senior administrator.

Should a student be suspected to be under the influence of an illegal substance, Doane faculty should immediately escort the student to the school nurse and inform a school counselor and senior administrator. In consultation with the school nurse and school counselor(s), the Head of Upper School will determine whether that student should be tested at a local medical center.

Doane's drug and alcohol policies are also created with the intentions of support of the student(s) and families involved, while continuing to uphold the safety of all students and the integrity and respect of the institution. Should there be concerns about a student and substance abuse or a student comes to our health providers, however, we will certainly work with them to get them the help that they need.

Acceptable Use Policy (AUP)

The following Acceptable Use Policy (AUP) applies to all technology resources owned or managed by Doane Academy, including but not limited to the network, email and learning management systems, and all Doane-owned devices. These rules also apply to any devices used on Doane premises or at School functions, and any devices on the School's network. Any activity, regardless of the device or location, that involves other members of the Doane community is subject to this policy.

Technology resources are provided for the primary purpose of conducting academic work and facilitating communication among Doane faculty and students. The School expects that students will treat these resources and others who use them with respect and for what they were intended. Access to campus technology, including the network, is a privilege rather than a right, and appropriate usage is governed by the behavioral standards outlined in the Doane Honor Code, Upper School Parent and Student Handbook, and this AUP.

Academic and personal integrity are essential to the Doane learning community, and these values should also extend to behavior involving Doane technology. The same ethical standards apply to digital situations that apply to all other spheres of life at Doane.

Students must abide to the following expectations:

- Engaging in any activity that is potentially damaging to oneself, to others or to the School is considered unacceptable.
- Students must abide by appropriate standards of etiquette and respect when interacting with others online. Threatening or abusive behavior and harassment will not be tolerated at Doane or on the Doane network. Posting messages to Google groups, public or private email lists, texting or social media platforms, or other digital forums using offensive, threatening, abusive, bullying or harassing language and/or obscenities (even with alterations or missing letters) are considered inappropriate. Students who witness or receive words or media considered offensive or harassing should notify their advisor, Upper School Dean, or the Head of Upper School.
- Students must not use the Doane name or logo on communications or media that are not officially controlled, operated or sanctioned by the School.
- Students must not be involved in any activities that promote violence or that are prohibited by law, including the transmission of sexually explicit material.
- Students must respect and abide by the copyright and licensing agreements of published software. These agreements usually state that copying, altering, or distributing licensed software is illegal.
- Students must not copy or download any unauthorized applications through the Doane network, including but not limited to games and unlicensed software.
- While connected to the Doane network, students must not use a virtual private network (VPN). No attempts may be made to bypass the school's web filter or other safety or security measures, or to anonymize one's identity on the network.
- Attempting to access or "hack" someone else's email account or personal computing device is considered a form of theft.
- Regardless of whether or not permission is granted, students must never log into the accounts of others. Doane network accounts are for individual use only, and account credentials must always be kept secret. Similarly, masquerading as someone else or otherwise attempting to hide one's own identity is considered lying (pretending to be someone else online) and/or theft (falsely

assuming or stealing another person's online identity). Whenever possible, students should use their Doane accounts to access the School's systems and resources. Remaining anonymous or using a personal, non-Doane account to access the School's systems and resources is unacceptable (unless permission is granted by a faculty member).

- Students must not make any attempt to break, alter or infiltrate the School's computer or network security systems. This is a form of vandalism.
- Students must abide by -- and not attempt to circumvent -- any other rules that the School deems necessary to enforce the AUP such as private chat and email restrictions, network access protocols, and account access limitations.
- Capturing, using, or sharing images, audio, or video of community members (including teachers) at school without their consent is unacceptable. Outside of school, students should exercise caution when recording or sharing media of others.
- School materials should not be shared beyond their intended audience without the permission of the creator.
- Student use of technology in the classroom is at the discretion of each teacher. Students requiring technological accommodations must work with the Student Support team and their teacher to ensure their learning needs are met.

Doane has the responsibility to monitor its network, and thus all activity is logged. It also has the right, when requested by a faculty member, dean, or administrator, to review student activity on the network, including email, if there is concern about possible impropriety or violation of school rules. As a matter of course, Doane does not read the content of student emails without cause, however there is no guarantee of privacy with use of the network. The network is the property of Doane, and the School reserves the right to monitor a student's network use at any time and for any reason. In order to protect the network from malicious parties and shield students from inappropriate content, student access to the internet is also regulated by web filters and additional security measures. Downloads for academic purposes may be allowed and logged.

AUP Violations: If one is suspected to be in violation of the AUP, the Upper School Dean will work with the Technology Department to investigate. Consequences will depend on the severity of the infraction and may include:

- confiscation of a student-owned device
- temporary or permanent loss of account privileges
- an appearance before the Judiciary Committee for disciplinary action
- immediate referral to the Head of Upper School

Please refer to the "Behavioral Expectations" section of the US Parent and Student Handbook for a more comprehensive explanation of community standards and the role of the Judiciary Committee in addressing violations.

Academic Integrity

While cheating, plagiarizing, and other academic integrity infractions are never acceptable, we do want students to learn and grow from these mistakes.

Because plagiarism is such a serious matter, it is important to explain some of the various forms it may take:

1. You are plagiarizing when you pass off as your own someone else's story, article, essay or theme;
2. You are plagiarizing when you paraphrase a story, article, essay or theme without proper acknowledgment as to its original source;
3. You are plagiarizing when you use, without proper footnoting, another person's ideas or interpretations, thus creating the impression that these ideas originated with you.
4. You are plagiarizing when you use any Artificial Intelligence (AI) text or image generator to create any part of an assignment without the expressed permission of the instructor and proper acknowledgement as to its source.

Breaches of Academic Integrity will follow the process below:

1st Offense: The student and their advisor will meet with the Upper School Dean to discuss the situation. Students will receive a failing grade on the assignment and develop a plan to prevent future incidents. The Upper School Dean will communicate the details home along with a formal first warning that any additional academic integrity issue will be met with disciplinary consequences.

2nd Offense: In addition to the meetings and communications described above under 1st Offense, the student will receive task-based Lunch Detentions that include writing a personal reflection on what it means to have Academic Integrity, making a schedule of check-ins with their advisor and the teachers of the classes where they are struggling academically, and other situation-specific tasks. Additionally, this communication home will include the formal warning that any additional Academic Integrity infractions will go to the Discipline Committee.

3rd Offense: The Discipline Committee will meet with the student to discuss their commitment to Academic Integrity and Doane's values. The Committee may recommend a range of consequences appropriate to the situation.

It should be noted that the above model assumes the student's honesty throughout the process after the Academic Integrity infraction. Lying during this process could result in the student meeting with the Discipline Committee after a 1st or 2nd Offense.

Discipline Committee

The Upper School Discipline Committee serves to address pervasive and serious disciplinary issues. As described in the process below, they meet with any student involved in an issue of this kind to listen to their explanation of the events that occurred and clarify why their actions have merited a discussion in this forum. After this meeting, they work, in conjunction with the Head of School, to determine consequences that are meaningful, restorative, and appropriate and communicate those consequences clearly and constructively. To ensure a variety of perspectives, the Discipline Committee is composed of the Head of Upper School; Upper School Dean; Chaplain; and two faculty representatives.

The following process then applies:

1. The Upper School Dean explains the specific disciplinary offense to the student and their advisor.
2. The Upper School Dean telephones the parents or guardians of the student to inform them of the reported offense.
3. The advisor prepares their advisee for the meeting (see below), in part by telling them that they must provide an accurate, complete and truthful statement as to what occurred.

4. The student, advisor, and Discipline Committee meet to discuss the case.
5. Following the meeting, the Discipline Committee makes a recommendation to the Head of School.
6. After consultation with the Head of School, the Head of Upper School communicates the disciplinary finding and consequences to the student and their parents/guardians both verbally and in writing.
7. A copy of the letter is placed in the student's internal file.

Range of Consequences

Students are subject to various consequences for violating school rules. The application may vary according to certain circumstances. The school's process is an educational one, with the paramount goal being that the individual student and the school community learn from the experience. Misleading anyone involved in the disciplinary process may result in a more severe consequence than the original offense would incur.

All students who are found to have committed a major infraction by the Discipline Committee are automatically given a warning that any further major infraction will result in more severe consequences. The possible disciplinary consequences for major disciplinary infractions include, but are not limited to, the following:

- Detention
- Service to the community that addresses the underlying harm
- Suspension or loss of parking and/or driving privileges on campus
- Suspension or loss of opportunity to be employed by the school
- Suspension or loss of senior privileges
- Suspension or loss of leadership positions or suspension or loss of eligibility to seek leadership positions
- Referral for outside testing or counseling to address underlying mental health issues
- Suspension
- Expulsion/Dismissal

Furthermore, a senior found to have committed a primary offense within eight weeks of graduation may be prevented from participating in commencement exercises.

Final Warning

In addition to the above, a student who is found to have violated the Honor Code or committed a major offense multiple times during their time in the upper school may be placed on final warning, which means that any violation of the Honor Code or serious disciplinary offense or accumulation of offenses may result in the student being asked to leave the school. This decision may be made by the Head of School in consultation with the Discipline Committee.

Sexual Misconduct: Policies and Procedures

No Doane student should be subjected to negative behaviors like harassment, abuse, or intimidation regardless of the particular forms they assume. Sexual misconduct warrants heightened attention and specific consideration because of its especially damaging effects on the safety and well-being of the members of the Doane community. Through education and intervention, Doane works to create an

environment that is free from incidents of sexual misconduct. If an incident of sexual misconduct occurs, Doane will act promptly in taking corrective action with the goal of eliminating this harmful behavior.

I. Defining Sexual Misconduct

It is the responsibility of all members of the community to ensure that their words, actions, and interactions with others always promote respect and trust. Attempts to justify improper behavior as a “prank” or “joke” do not change its inappropriate nature, and sexual misconduct damages a school community and its individuals regardless of the subjective intent of those perpetrating it. Sexual misconduct may be direct and explicit, or it may be more subtle. It may be behavior that is repetitive, or it may be behavior that occurs only once.

It is critical to keep in mind that the standard for determining whether a behavior is hostile or offensive is determined by the perception of the person who is subjected to the behavior, not the intent of the person who is speaking or acting in a way that is perceived to be inappropriate. Simply because some people may not be offended by a particular statement or action does not mean that the action in question is acceptable. Perception of others is the critical factor that must always be kept in mind.

Sexual misconduct can be exhibited in a variety of ways, including, without limitation, **verbal statements, non-verbal behaviors, gestures, cyber (e.g., emails, texts, social media), and physical contact.**

Some types of verbal behaviors that might constitute sexual misconduct are:

- Unsolicited propositions for dates and/or sexual relations (a single unsolicited proposition can constitute sexual misconduct if sufficiently severe)
- Sexual slurs or innuendos; sexually suggestive or degrading sounds or remarks (written, oral, or electronically transmitted)
- Offensive and/or persistent risque jokes or kidding about sex or gender-specific traits
- Inquiries into or trafficking in rumors about another person’s sexual experiences or activities
- Intimidating or suggestive remarks about an individual’s sexual orientation

Examples of gestures or non-verbal behaviors that constitute sexual misconduct are:

- Sexual looks and lewd gestures, such as leering or ogling
- Mimicking or pantomiming sexual acts
- Displaying or sharing sexually suggestive, offensive, or degrading objects, pictures, or messages, including on digital devices or online platforms
- Postings on social media of a suggestive or sexual nature
- Audiotaping, videotaping, or otherwise recording others in sexual or potentially embarrassing circumstances; disseminating or threatening to disseminate such a recording

There is a range of unwanted physical contact that also constitutes sexual misconduct. Without limitation, examples include touching, groping, fondling, kissing, and sexual assault.

II. Retaliation

Retaliation is strictly prohibited against any individual who reports discrimination, harassment, hazing, assault, or bullying, provides information during an investigation of such behavior, or witnesses or has reliable information about such behavior. Retaliation is any form of intimidation, reprisal, or harassment directed against an individual who files a complaint under this policy, as well as any person who participates in an investigation, for example, as witnesses or investigators. Retaliation against any such person is strictly prohibited, and will not be tolerated by Doane. Any person who directs any form of retaliation toward someone who is entitled to protections under this policy will be subject to the same strict discipline as harassment, discrimination, hazing, or bullying itself. Each retaliatory offense will be investigated and sanctioned separately.

III. Legal Definitions and School Policy

Stricter standards of behavior than those provided by law may apply under the policies of Doane. Doane reserves the right to apply disciplinary measures and other corrective action in any case, including a single case, if it determines that it is of sufficient severity to warrant disciplinary measures or other remedial action. Conduct need not meet the legal definitions of harassment, discrimination, hazing, or bullying to violate Doane's expectations for appropriate behavior and to be actionable.

While Doane's standards may at times be broader than those provided by law, where appropriate the school may also involve law enforcement in the investigation of sexual misconduct allegations involving our students.

IV. Reporting Complaints

A member of the Doane community who believes that they have experienced or witnessed any form of harassment should do something about it. Some responses may work best in one situation, while others may be best in another. Among the actions a person might take:

- Whenever possible, speak up at the time. Tell the individual that the behavior is unwelcome and must cease immediately;
- Write down what happened. Be as specific as possible, recording quotations, actions and the presence of witnesses;
- Report the harassment to a teacher, counselor, advisor, or administrator;

Please note that these are suggested responses, and if the victim of harassment may choose to act in a manner that is consistent with some, or none, of these proposed responses.

Doane responds thoughtfully and purposefully to any reported allegation of sexual misconduct perpetrated against students by other students; employees of Doane; vendors, contractors, other third parties having agreements or other contacts with Doane; supporters of Doane (donors, volunteers, alumni, parents); and/ or visitors to Doane. Even when students are not certain about whether they have been subject to or witnessed sexual misconduct, it is important that they feel empowered to report this behavior and have the requisite knowledge of how to do so.

Any individual who feels that they have been subject to or is aware of behavior that constitutes sexual misconduct is encouraged to report the incident directly to one of the following administrators

or designated faculty members:

- Head of School
- Head of Lower School
- Head of Middle School
- Head of Upper School
- Upper School Dean
- School Counselor
- School Psychologist
- School Nurse
- Director of Athletics

As a student processes an incident of sexual misconduct, they may seek support, advice, or counseling without wanting to report the incident at that time. Students can seek out any teacher or advisor for this kind of support, and all Doane faculty and staff will encourage these students to speak with a Doane counselor. Conversations with the counselor are considered confidential, to the extent permitted by the law. Students can request that the counselor, or an advisor or teacher, is present with them throughout any aspect of the process of reporting a complaint.

V. Response to Complaints

In many cases the first step in addressing complaints that one party may have against another should be a full and frank discussion with the person or persons involved. If no satisfactory resolution of the complaint is achieved, or if it is evident that given the nature of the allegations that such a conversation is not appropriate, the Upper School Dean or Head of Upper School will conduct an investigation of the reported incident. The investigation will typically include interviewing all relevant parties (the reporting party, the alleged victim, the alleged perpetrator, any relevant witnesses) and gathering any relevant evidence. When it is in the best interests of the parties involved and the school community as a whole, Doane will contract with an outside agency to investigate an allegation of sexual misconduct.

Once the investigation is completed, the matter will be moved to the Disciplinary Committee if appropriate. Doane reserves the right, at its sole discretion, to subject a student who has breached this policy to a leave of absence or disciplinary action(s) that may include suspension, removal, or dismissal from the school community. Critically, at all times Doane reserves the right, in its sole discretion, to take immediate interim disciplinary action, of any sort or type, when it decides it is in the best interest of the school and/or its populace to take such action.

VI. Confidentiality

While Doane cannot promise strict confidentiality because information must be shared in order to conduct an effective investigation, Doane will release information concerning complaints of harassment, discrimination, hazing, bullying, or retaliation only on a need-to-know basis, such as to conduct a comprehensive investigation or to ensure that the requirements of this policy and applicable law are met. The school also reserves the right to contact law enforcement officials in appropriate cases to meet applicable reporting obligations.